

**A Correlation of**



**iLit 45**  
**Grade 8, ©2016**

**To the**

**Pennsylvania Core Standards**  
**English Language Arts**

# A Correlation of iLit 45 ©2016, Grade 8 to the Pennsylvania Core Standards English Language Arts Grade 8

## Introduction

This document demonstrates how **Savvas iLit 45 ©2016** meets the Pennsylvania Core Standards for English Language Arts. Correlation references are to the Teacher App and are cited by Unit and Lesson number and feature title. Student App features are also mentioned.

*Savvas iLit 45* is a comprehensive digital interactive intensive intervention solution targeted toward students in grades four through eight with a proficiency level in reading and writing two or more grades below level and designed to accelerate reading and writing growth and enable students to achieve more than two years of growth within a single school year.

The lessons in the Teacher App provide explicit direct instruction to guide all teachers—even ones with limited experience in teaching reading, writing, and the language arts—in leading students toward mastery of the standards and accelerated reading and writing growth. One of the hallmark features of the lessons is Read Aloud, Think Aloud, in which teachers read aloud complex on-grade-level anchor texts and model how to use the strategies that good readers use to comprehend the texts.

*Savvas iLit 45* includes more than 1600 high quality texts—both for reading as a class or in small groups and for independent reading. There is an appropriate balance of literary and informational texts appropriate for the grade levels and consistent with the grade-level standards. There are full-length novels, nonfiction texts, and plays, as well as a broader range of shorter texts.

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<p><b>Grade 8</b></p>	
<p><b>1.2 Reading Informational Text</b>  <b>Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b></p>	
<p>Key Ideas and Details - Main Idea</p>	
<p><b>CC.1.2.8.A</b>  Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>E08.B-K.1.1.2</p>	<p><u>Reading Strategy: Determine Central Ideas</u>  Unit 4 Lessons 42–43: Read Aloud, Think Aloud</p> <p><u>Determine Main Idea (informative/nonfiction examples)</u>  Unit 6 Lesson 16: Whole Group  Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time  Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize Text (informative/nonfiction)</u>  Unit 3 Lesson 13: Whole Group  Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time  Unit 5 Lesson 18: Read Aloud, Think Aloud; Whole Group; Work Time</p>

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<p>Key Ideas and Details - Text Analysis</p>	
<p><b>CC.1.2.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.B-K.1.1.1</p>	<p>Students cite textual evidence in each selection of <b>iLit</b>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (informative/nonfiction examples)</u> Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 3: Work Time Unit 6 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 3: Work Time</p> <p><u>Inferences (examples)</u> Unit 2 Lesson 6: Whole Group Unit 2 Lesson 8: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time</p> <p><u>Draw Conclusions (examples)</u> Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud; Work Time</p>

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<p><b>CC.1.2.8.C</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>E08.B-K.1.1.3</p>	<p><u>Determine Main Idea (informative/nonfiction examples)</u> Unit 6 Lesson 16: Whole Group Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p>
<p align="center">Craft and Structure - Point of View</p>	
<p><b>CC.1.2.8.D</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>E08.B-C.2.1.1</p>	<p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</p> <p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Author’s Purpose (informative/nonfiction examples)</u> Unit 2 Lesson 40: Whole Group Unit 2 Lessons 42–43: Read Aloud, Think Aloud</p>

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<p>Craft and Structure - Text Structure</p>	
<p><b>CC.1.2.8.E</b> Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>E08.B-C.2.1.2</p>	<p><u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p> <p><u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast</u> <u>(informative/nonfiction examples)</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lessons 44, 46: Work Time</p>

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<p>Craft and Structure - Vocabulary</p>	
<p><b>CC.1.2.8.F</b> Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.</p> <p>E08.B-V.4.1.1 E08.B-V.4.1.2 E08.B-C.2.1.3</p>	<p>Each lesson in <i>iLit</i> includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 3: Vocabulary Unit 2 Lesson 9: Vocabulary Unit 4 Lesson 29: Vocabulary</p> <p><u>Analyze Word Choices</u> Unit 6 Lesson 5: Whole Group</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations</p>



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<p align="center">Integration of Knowledge and Ideas - Diverse Media</p>	
<p><b>CC.1.2.8.G</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u>Analyze Text Structure in Popular Media</u> Unit 2 Lesson 46: Whole Group</p> <p><u>"Afghan Girls Stay in School Despite Attacks"</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>"We Shall Overcome"</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p><u>"Million Man March"</u> Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 1: Whole Group Unit 4 Lesson 38: Whole Group</p>
<p align="center">Integration of Knowledge and Ideas - Evaluating Arguments</p>	
<p><b>CC.1.2.8.H</b> Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>E08.B-C.3.1.1</p>	<p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</p> <p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Author's Purpose (informative/nonfiction examples)</u> Unit 2 Lesson 40: Whole Group Unit 2 Lessons 42–43: Read Aloud, Think Aloud</p>

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<p align="center">Integration of Knowledge and Ideas - Analysis Across Texts</p>	
<p><b>CC.1.2.8.I</b> Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>E08.B-C.3.1.2</p>	<p><u>Children’s Rights</u> <i>"The Fight Against Child Marriage" and "Iqbal Masih"</i> (article and biography) Unit 2 Lesson 36: Whole Group</p> <p>Compare and Contrast Viewpoints Unit 6 Lesson 25: Work Time</p>
<p align="center">Vocabulary Acquisition and Use</p>	
<p><b>CC.1.2.8.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>E08.B-V.4.1.1 E08.B-V.4.1.2</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 7: Vocabulary Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 27: Vocabulary</p> <p><u>Use Precise Language and Domain-Specific Vocabulary</u> Unit 4 Lesson 454: Whole Group</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>

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<p><b>CC.1.2.8.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E08.B-V.4.1.1</p>	<p><u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary</p> <p><u>Reading Strategy: Use Strategies to Determine Meaning</u> Unit 6 Lesson 13: Whole Group; Work Time</p> <p><u>Use Reference Materials</u> Unit 4 Lesson 35: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>

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<p>Range of Reading</p>	
<p><b>CC.1.2.8.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length informational selections, academic articles, and biographies. Examples include:</p> <p><u><i>"We've Got a Job"</i></u> (nonfiction) Unit 6</p> <p><u>"Almost Astronauts"</u> (informational article) Unit 2 Lesson 34</p> <p><u><i>"Four Perfect Pebbles"</i></u> (memoir, history) Unit 2 Lesson 21</p> <p><u>Reading Strategy: Determine Central Ideas</u> Unit 4 Lessons 42–43: Read Aloud, Think Aloud</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of nonfiction, academic articles, and biographies.</p>

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<p><b>1.3 Reading Literature</b> <b>Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>	
<p>Key Ideas and Details - Theme</p>	
<p><b>CC.1.3.8.A</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>E08.A-K.1.1.2</p>	<p><u>Theme (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p> <p><u>Summarize (examples)</u> Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Connect Themes to Characters, Setting, and Plot</u> Unit 2 Lesson 23: Whole Group; Work Time</p>

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<p>Key Ideas and Details - Text Analysis</p>	
<p><b>CC.1.3.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.A-K.1.1.1</p>	<p>Students cite textual evidence in each selection of <i>iLit</i>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 33: Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time</p> <p><u>Reading Strategy: Connect Themes to Characters and Plot</u> Unit 2 Lesson 23: Whole Group</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 10: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 24: Work Time</p>
<p>Key Ideas and Details - Literary Elements</p>	
<p><b>CC.1.3.8.C</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. E08.A-K.1.1.3</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Connect Story Elements (Setting, Plot, Mood, Characters)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p> <p><u>Characters (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time</p> <p><u>Retell Events to Clarify (examples)</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p>

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Craft and Structure - Point of View	
<p><b>CC.1.3.8.D</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>E08.A-C.2.1.1</p>	<p><u>Reading Strategy: Analyze Different Points of View</u> Unit 6 Lesson 10: Whole Group</p> <p><u>Reading Strategy: Compare and Contrast Characters</u> Unit 6 Lesson 40: Work Time</p>
Craft and Structure - Text Structure	
<p><b>CC.1.3.8.E</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>E08.A-C.2.1.2</p>	<p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Connect Story Elements (Setting, Plot, Mood, Characters)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p>

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<p>Craft and Structure - Vocabulary</p>	
<p><b>CC.1.3.8.F</b> Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.</p> <p>E08.A-C.2.1.3 E08.A-V.4.1.1 E08.A-V.4.1.2</p>	<p>Each lesson in <i>iLit</i> includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 3: Vocabulary Unit 2 Lesson 9: Vocabulary Unit 4 Lesson 29: Vocabulary</p> <p><u>Analyze Word Choices</u> Unit 6 Lesson 5: Whole Group</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations</p>
<p>Integration of Knowledge and Ideas - Sources of Information</p>	
<p><b>CC.1.3.8.G</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p>	<p>Each selection in <i>iLit</i> includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition, see the following:</p> <p><u>Background Video</u> Unit 2 Lesson 1: Whole Group Unit 4 Lesson 38: Whole Group</p> <p><u>Retell Events to Clarify</u> Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Text: <i>Romeo and Juliet: Plan a Scene</i></u> Unit 3 Lessons 2–9</p>



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Integration of Knowledge and Ideas	
<p><b>CC.1.3.8.H</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>E08.A-C.3.1.1</p>	<p><u>Make Connections</u> Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Text: <i>Romeo and Juliet</i></u> Unit 3 Lessons 2–9</p>
Vocabulary Acquisition and Use	
<p><b>CC.1.3.8.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E08.A-V.4.1.1</p>	<p><u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary</p> <p><u>Reading Strategy: Use Strategies to Determine Meaning</u> Unit 6 Lesson 13: Whole Group; Work Time</p> <p><u>Use Reference Materials</u> Unit 4 Lesson 35: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>

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<p><b>CC.1.3.8.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>E08.A-V.4.1.1 E08.A-V.4.1.2</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 7: Vocabulary Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 27: Vocabulary</p> <p><u>Use Precise Language and Domain-Specific Vocabulary</u> Unit 4 Lesson 454: Whole Group</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>

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<p>Range of Reading</p>	
<p><b>CC.1.3.8.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories. Examples include:</p> <p><u><i>Accidental Love</i> by Gary Soto</u> Unit 2 Lessons 2–20, 22–30</p> <p><u><i>Romeo and Juliet</i></u> Unit 3 Lessons 1–10</p> <p><u>“Million Man March” (poem)</u> Unit 7 Lesson 4</p> <p><u>Retell Events to Clarify (examples)</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>

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<p><b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	
<p>Informative/ Explanatory</p>	
<p><b>CC.1.4.8.A</b> <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</b></p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time Unit 4 Lesson 14-16: Work Time Unit 6 Lesson 32-34: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Plan &amp; Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>

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<p>Informative/Explanatory - Focus</p>	
<p><b>CC.1.4.8.B</b> Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>E08.C.1.2.1 E08.E.1.1.1</p>	<p><u>Plan an Informative Writing</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 6 Lesson 14: Work Time Unit 6 Lesson 15: Work Time Unit 6 Lesson 32: Work Time</p> <p><u>Develop Ideas for an Explanatory Essay</u> Unit 6 Lesson 33: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 31–35: Plan an Explanatory Essay Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 6 Lessons 1–5: Plan an Informative Paragraph</p>

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<p>Informative/Explanatory - Content</p>	
<p><b>CC.1.4.8.C</b> Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>E08.C.1.2.2 E08.E.1.1.2</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time Unit 4 Lesson 14-16: Work Time Unit 6 Lesson 32-34: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay Unit 6 Lessons 1–5: Write an Informative Paragraph Unit 6 Lessons 21–25: Write a Summary</p>

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Informative/Explanatory - Organization	
<p><b>CC.1.4.8.D</b> Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E08.C.1.2.1 E08.C.1.2.3 E08.C.1.2.6 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p>	<p><u>Write an Introduction and Conclusion</u> Unit 6 Lesson 38: Work Time</p> <p>Organize Ideas and Use Transitions Unit 2 Lesson 26: Whole Group</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay Unit 6 Lessons 1–5: Write an Informative Paragraph</p>
Informative/Explanatory - Style	
<p><b>CC.1.4.8.E</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Create tone and voice through precise language.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>E08.C.1.2.4 E08.C.1.2.5 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5</p>	<p><u>Write an Explanatory Essay (Revise and Edit)</u> Unit 6 Lesson 39: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 18: Work Time Unit 2 Lesson 19 Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 6–10: Part 5: Skill 5: Four Kinds of Sentences Unit 4 Lessons 11–15: Part 1: Skill 11: Four Kinds of Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Mood, 62–63</p>

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Informative/Explanatory - Conventions of Language	
<p><b>CC.1.4.8.F</b> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>	<p><u>Revising and Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 42: Work Time Unit 6 Lesson 44: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Part 2: Skill 22: Commas, Semicolons, and Colons; Unit 6 Lessons 11–15: Part 3: Skill 23: Quotations and Quotation Marks; Unit 6 Lessons 11–15: Part 4: Skill 24: Correct Capitalization</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 1–5: Part 4: Skill 14: Getting Letters in Correct Order Unit 4 Lessons 16–20: Part 3: Skill 13: Compound Words Unit 6 Lessons 1–5: Part 4: Skill 24: Easily Confused Words 1</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
Opinion/Argumentative	
<p><b>CC.1.4.8.G</b> <b>Write arguments to support claims.</b></p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 16-20: Plan &amp; Write an Argumentative Paragraph Unit 4 Lessons 26-30: Write an Argumentative Essay</p>



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Opinion/Argumentative - Focus	
<p><b>CC.1.4.8.H</b> Introduce and state an opinion on a topic.</p> <p>E08.C.1.1.1 E08.E.1.1.1</p>	<p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>
Opinion/Argumentative - Content	
<p><b>CC.1.4.8.I</b> Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>E08.C.1.1.2 E08.E.1.1.2</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Write an Argumentative Paragraph Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>
Opinion/Argumentative - Organization	
<p><b>CC.1.4.8.J</b> Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>E08.C.1.1.1 E08.C.1.1.3 E08.C.1.1.5 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Present and Evaluate Argumentative Essays</u> Unit 4 Lesson 43–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 36–40: Write an Argumentative Essay</p>

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<p>Opinion/Argumentative - Style</p>	
<p><b>CC.1.4.8.K</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Create tone and voice through precise language.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>E08.C.1.1.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5</p>	<p><u>Argumentative Writing</u> Unit 3 Lesson 15: Whole Group Unit 4 Lesson 9: Work Time Unit 5 Lesson 3: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Write an Argumentative Paragraph Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 6–10: Part 5: Skill 5: Four Kinds of Sentences Unit 4 Lessons 11–15: Part 1: Skill 11: Four Kinds of Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Mood, 62–63</p>

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Opinion/Argumentative - Conventions of Language	
<p><b>CC.1.4.8.L</b> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>	<p><u>Revising and Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 42: Work Time Unit 6 Lesson 44: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Part 2: Skill 22: Commas, Semicolons, and Colons; Unit 6 Lessons 11–15: Part 3: Skill 23: Quotations and Quotation Marks; Unit 6 Lessons 11–15: Part 4: Skill 24: Correct Capitalization</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 1–5: Part 4: Skill 14: Getting Letters in Correct Order Unit 4 Lessons 16–20: Part 3: Skill 13: Compound Words Unit 6 Lessons 1–5: Part 4: Skill 24: Easily Confused Words 1</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
Narrative	
<p><b>CC.1.4.8.M</b> <b>Write narratives to develop real or imagined experiences or events.</b></p>	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Plan a Narrative Paragraph Unit 2 Lessons 31–35: Develop Ideas Unit 4 Lessons 21–25: Plan a Narrative Paragraph</p>

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Narrative Focus	
<p><b>CC.1.4.8.N</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>E08.C.1.3.1</p>	<p><u>Create a Sequence of Events</u> Unit 2 Lesson 35: Work Time Unit 2 Lesson 39: Work Time</p> <p><u>Plan a Narrative Paragraph</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 5: Work Time Unit 2 Lesson 6: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 1–5: Plan a Narrative Paragraph Unit 4 Lessons 21–25: Plan a Narrative Paragraph</p>
Narrative Content	
<p><b>CC.1.4.8.O</b> Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E08.C.1.3.2 E08.C.1.3.4</p>	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Assignments (examples)</u> U Unit 2 Lessons 36–40: Create a Sequence of Events</p>
Narrative Organization	
<p><b>CC.1.4.8.P</b> Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>E08.C.1.3.1 E08.C.1.3.3 E08.C.1.3.5</p>	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 4 Lessons 21–25: Write a Narrative Paragraph</p>

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<p>Narrative Style</p>	
<p><b>CC.1.4.8.Q</b> Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Create tone and voice through precise language.</li> </ul> <p>E08.C.1.3.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6</p>	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lesson 6–8: Work Time Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 6–10: Part 5: Skill 5: Four Kinds of Sentences Unit 4 Lessons 11–15: Part 1: Skill 11: Four Kinds of Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Active and Passive Voice, 58; Mood, 62–63</p>

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Narrative Conventions of Language	
<p><b>CC.1.4.8.R</b> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>	<p><u>Revising and Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 42: Work Time Unit 6 Lesson 44: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Part 2: Skill 22: Commas, Semicolons, and Colons; Unit 6 Lessons 11–15: Part 3: Skill 23: Quotations and Quotation Marks; Unit 6 Lessons 11–15: Part 4: Skill 24: Correct Capitalization</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 1–5: Part 4: Skill 14: Getting Letters in Correct Order Unit 4 Lessons 16–20: Part 3: Skill 13: Compound Words Unit 6 Lessons 1–5: Part 4: Skill 24: Easily Confused Words 1</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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<p>Response to Literature</p>	
<p><b>CC.1.4.8.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6</p>	<p><u>Compare and Contrast Ideas and Events</u> "Marching to Their Own Beat" and "The Freedom Writers Diary": Read Aloud, Think Aloud</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Work Time</p> <p><u>Compare and Contrast Viewpoints</u> Unit 6 Lesson 25: Work Time</p> <p><u>Recall and Reading Comprehension Questions (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 13; Read Aloud, Think Aloud; Work Time Unit 2 Lesson 37: Classroom Conversation; Work Time Unit 4 Lesson 7: Read Aloud, Think Aloud; Classroom Conversation Unit 4 Lesson 46: Classroom Conversation; Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud; Classroom Conversation; Work Time</p>

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<p>Production and Distribution of Writing - Writing Process</p>	
<p><b>CC.1.4.8.T</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><u>Revising and Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 42: Work Time Unit 6 Lesson 44: Work Time</p> <p><u>Writing Activities</u> Unit 2 Lessons 4-5: Whole Group; Work Time; Unit 2 Lesson 6-8: Work Time; Unit 2 Lessons 41-44: Work Time; Unit 4 Lessons 23-26: Work Time; Unit 7 Lessons 1-5: Extra Practice: Narrative Essay</p> <p>Unit 2 Lessons 15: Whole Group; Work Time; Unit 2 Lesson 16, 18-19: Work Time; Unit 4 Lesson 3-6: Work Time; Unit 4 Lesson 14-16: Work Time; Unit 6 Lesson 32-34: Work Time: Explanatory Essay</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Plan &amp; Write an Explanatory Paragraph Unit 4 Lessons 21-21: Plan &amp; Write a Narrative Paragraph Unit 6 Lessons 31-35: Write an Explanatory Paragraph</p>



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<p>Technology and Publication</p>	
<p><b>CC.1.4.8.U</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-6: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Assignments</u> Unit 5: Lessons 1-5: Plan &amp; Research a Multimedia Presentation</p>

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<p>Conducting Research</p>	
<p><b>CC.1.4.8.V</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>The Multimedia Project that students complete in iLit involves extensive research activities and instruction.</p> <p><u>Research Plan &amp; Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Reading Strategy: Evaluate &amp; Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p>

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<p>Credibility, Reliability, and Validity of Sources</p>	
<p><b>CC.1.4.8.W</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><u>Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Reading Strategy: Evaluate &amp; Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</p> <p><u>Research Plan &amp; Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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<p>Range of Writing</p>	
<p><b>CC.1.4.8.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, revise, and submit their writing electronically.</p> <p><u>Writing Activities</u> Unit 2 Lessons 4–5: Whole Group; Work Time; Unit 2 Lesson 6-8: Work Time; Unit 2 Lessons 41–44: Work Time; Unit 4 Lessons 23–26: Work Time; Unit 7 Lessons 1–5: Extra Practice: Narrative Essay</p> <p>Unit 2 Lessons 15: Whole Group; Work Time; Unit 2 Lesson 16, 18-19: Work Time; Unit 4 Lesson 3-6: Work Time; Unit 4 Lesson 14-16: Work Time; Unit 6 Lesson 32-34: Work Time: Explanatory Essay</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Plan &amp; Write an Explanatory Paragraph Unit 4 Lessons 21–21: Plan &amp; Write a Narrative Paragraph Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>

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<p><b>1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>	
<p>Comprehension and Collaboration - Collaborative Discussion</p>	
<p><b>CC.1.5.8.A</b> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion</p> <p><u>Conferencing with Individuals (examples)</u> The Classroom Conversation section throughout iLit encourages students to listen and collaborate with peers during different occasions.</p>
<p>Comprehension and Collaboration - Critical Listening</p>	
<p><b>CC.1.5.8.B</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><u>Present and Evaluate Argumentative Essays</u> Unit 4 Lesson 43–44: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>

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<p>Comprehension and Collaboration Evaluating Information</p>	
<p><b>CC.1.5.8.C</b> Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-6: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Background Video</u> Unit 2 Lesson 1: Whole Group Unit 4 Lesson 38: Whole Group</p> <p><u>Assignments</u> Unit 5: Lessons 1–5: Plan &amp; Research a Multimedia Presentation</p>
<p>Presentation of Knowledge and Ideas - Purpose, Audience, and Task</p>	
<p><b>CC.1.5.8.D</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p>	<p><u>Practice Presenting and Giving Feedback</u> Unit 6 Lessons 42–45: Work Time</p> <p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-7, 9: Work Time</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>

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<p>Presentation of Knowledge and Ideas - Context</p>	
<p><b>CC.1.5.8.E</b> Adapt speech to a variety of contexts and tasks.</p>	<p><u>Research Plan &amp; Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Fluency (examples)</u> Unit 2 Lesson 28: Whole Group; Work Time Unit 6 Lesson 10: Work Time</p> <p><u>Practice Presenting and Giving Feedback</u> Unit 6 Lessons 42-45: Work Time</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p>
<p>Integration of Knowledge and Ideas - Multimedia</p>	
<p><b>CC.1.5.8.F</b> Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-7, 9: Work Time</p> <p>Students can use visual components in the following:</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p>

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<p>Conventions of Standard English</p>	
<p><b>CC.1.5.8.G</b> Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-7, 9: Work Time</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time</p> <p><u>Grammar Lessons (Examples)</u> <u>Use Verbs and Verb Phrases</u> Unit 2 Lesson 9: Read Aloud, Think Aloud <u>Prepositional Phrases</u> Unit 2 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 2 Lessons 36–40: Skill 9: Active and Passive Voice Unit 6 Lessons 11–15: Skill 22: Commas, Semicolons, and Colons <u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 26–30: Skill 4: Getting Letters in Correct Order Unit 2 Lessons 26–30: Skill 4: Vowels in Final Syllables</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>